CIHM
Microfiche
Series
(Monographs)

ICMH
Collection de
microfiches
(monographies)

Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

© 1998

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming are checked below.

- [ ] Coloured covers / Couverture de couleur
- [ ] Covers damaged / Couverture endommagée
- [ ] Covers restored and/or laminated / Couverture restaurée et/ou pelliculée
- [ ] Cover title missing / Le titre de couverture manque
- [ ] Coloured maps / Cartes géographiques en couleur
- [ ] Coloured ink (i.e. other than blue or black) / Encre de couleur (i.e. autre que bleue ou noire)
- [ ] Coloured plates and/or illustrations / Planches et/ou illustrations en couleur
- [ ] Bound with other material / Relié avec d'autres documents
- [ ] Only edition available / Seule édition disponible
- [ ] Tight binding may cause shadows or distortion along interior margin / La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure.
- [ ] Blank leaves added during restorations may appear within the text. Whenever possible, these have been omitted from filming / Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- [ ] Additional comments / Commentaires supplémentaires:

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- [ ] Coloured pages / Pages de couleur
- [ ] Pages damaged / Pages endommagées
- [x] Pages restored and/or laminated / Pages restaurées et/ou pelliculées
- [x] Pages discoloured, stained or foxed / Pages décolorées, tachetées ou piquées
- [ ] Pages detached / Pages détachées
- [x] Showthrough / Transparence
- [x] Quality of print varies / Qualité inégale de l'impression
- [ ] Includes supplementary material / Comprend du matériel supplémentaire
- [ ] Pages wholly or partially obscured by errata slips, tissues, etc., have been refilmed to ensure the best possible image / Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc., ont été filmées à nouveau de façon à obtenir la meilleure image possible.
- [ ] Opposing pages with varying colouration or discolourations are filmed twice to ensure the best possible image / Les pages s'opposant ayant des colorations variables ou des décolorations sont filmées deux fois afin d'obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below / Ce document est filmé au taux de réduction indiqué ci-dessous.

10x		12x		14x		16x		18x		20x		22x		24x		26x		28x		30x		32x
											✓											

The copy filmed here has been reproduced thanks to the generosity of:

National Library of Canada

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol ⟶ (meaning "CONTINUED"), or the symbol ▽ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:

L'exemplaire filmé fut reproduit grâce à la générosité de:

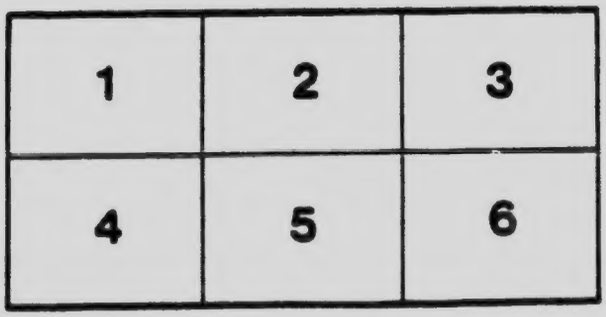
Bibliothèque nationale du Canada

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

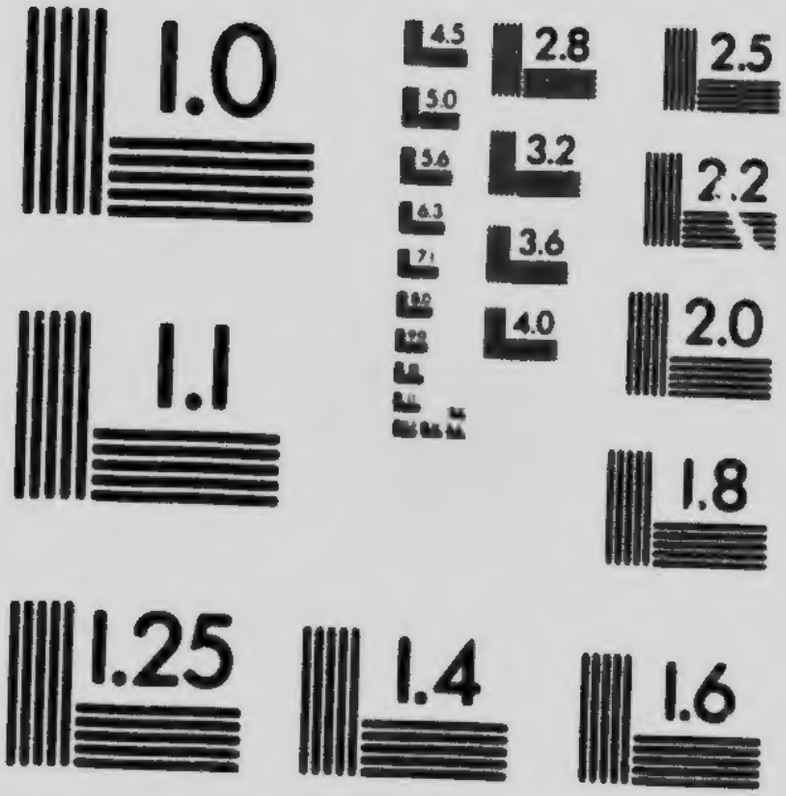
Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole ⟶ signifie "A SUIVRE", le symbole ▽ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.



MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



APPLIED IMAGE Inc

1653 East Main Street
Rochester, New York 14609 USA
(716) 482 - 0300 - Phone
(716) 288 - 5989 - Fax

EDUCATIONAL PROBLEMS AND HOW THEY HAVE BEEN MET

An Intelligent and Statesmanlike Conception

1919

AC901
A7
1919
no. 0058
pxxx

W. S. Johnston & Co'y, Limited, Printers
106-108 Adelaide St. West
Toronto

EDUCATIONAL PROBLEMS AND HOW THEY HAVE BEEN MET.

When war broke out in 1914 the Government had to consider among other vital matters, the question of Education. Conditions affecting both the school and the teachers were created which called for prompt action. The Government realized the absolute necessity of keeping up an adequate supply of teachers. In other countries the shortage of teachers began to show itself, numbers of male teachers going into military service and the women teachers into war service and other occupations more lucrative than teaching. A pension fund was accordingly established.

This fund is maintained by contributions from the teachers and from the Province. It imposes no new obligations on either school boards or municipalities. It imparts stability to the teaching body and stimulates the desire of young people to enter the profession, because there is some provision for old age in the nature of insurance. The consequence is that out of over 14,000 teachers in the schools of the Province, this year less than 400 or 500 held temporary certificates. It is doubtful if any other English-speaking country which took part in the war from the beginning can make such a showing.

It was also found necessary to draw upon the schools for help in increasing food production. Concessions were made as to examinations and courses of study which enabled boys and girls of suitable ages to shorten their school terms without loss of school standing, so that they could go on the farms of the Province and render invaluable aid when adult labour was scarce. The number of school pupils who thus served on the farms during the four years of the war was over 16,000. The system which enabled them to perform this national service was so arranged that they suffered a minimum of interruption to their education.

Yet another feature of school policy during the war was that special courses covering the history and geography of the great convulsion were authorized by the Minister of Education. By this means the schools devoted adequate attention to the Great War, in which our soldiers were playing so magnificent a part. It is to the credit of the teachers that these courses were adequately taught, as the examinations showed. This means that our boys and girls have grasped the meaning and importance of these events in their relation to Canada and the Empire.

The war once over, problems of education which could not be taken up during the struggle pressed for attention. It had been thought well for several years not to urge upon school boards larger expenditure for new buildings and equipment than were absolutely necessary. The whole situation called for a large and comprehensive policy and when in May, 1918, Dr. Cody was appointed Minister, he at once set to work to construct a policy in accordance with the special needs that had presented themselves to educationists all over the world. The programme which was laid before the Legislature at the recent session received the cordial support of the Government. It has been greeted on all sides as an intelligent and statesmanlike conception of what the Province demands.

THE HEALTH OF THE PUPILS

As everyone knows, the foremost countries of the world, like Great Britain, France and the United States, have modified their school courses so as to give special attention to the health of the pupils. These countries regard this as a national duty, so as to ensure that the growing generations shall be fitted for the tasks that confront them. Ontario is not behind in this important reform. The Minister of Education has now under way a survey of the Provincial Schools, urban and rural, to encourage Medical and Dental Inspection. This is being done at the expense of the Department. It will include demonstrations showing the practicability and the benefit of systematic care of the bodies as well as the minds of school children.

SCHOOL ATTENDANCE

The old law known as the Truancy Act has been completely revised. There has been taken from it, as far as possible, the element of police regulation. While the compulsory school age has been left unchanged, from eight to fourteen, the provisions

of the new Act ensure more regular attendance of all ages of pupils. The Government has appointed a Provincial Attendance Officer, who will go about the Province and encourage boards and teachers to secure the regular attendance of the pupils. It is of the utmost importance that the education of the children should recover completely from the interruption occasioned by the war.

CONSOLIDATED SCHOOLS

The question of the Consolidated Schools has been dealt with in a well digested measure. It is permissive, not compulsory, but it provides financial aid to all those groups of school sections which believe they would benefit by consolidation but are not prepared to face, unaided, the financial obligations entailed. The new Act provides for every kind of consolidation which is likely to be suggested; whether between small urban and rural schools or between rural schools only. In the unorganized districts, the Department is given power to initiate this movement. The new law also includes the creation of a consolidated School Board, which will give excellent administration of the grouped schools. The Government is offering aid which will include contributions (1) towards the erection of the school buildings; (2) to encourage better salaries to teachers; and, (3) to help to pay for the conveyance of pupils to the school.

VOCATIONAL TRAINING FOR PUPILS OVER 14

The Minister of Education had laid stress upon the enormous importance to the Province of vocational and industrial education and to the extension of school training beyond the age of fourteen years. This very important policy has been worked out in a practical spirit. Dr. Merchant, the able Director of Technical Education, who has during the past few years travelled throughout the Province investigating conditions and encouraging the establishment of new schools, has reported from year to year upon what might be done by a combined effort in the form of grants by the Federal, Provincial and local authorities, together with a part-time compulsory attendance of pupils beyond the age of fourteen. With this end in view, the Government has passed the Act respecting the School Attendance of Adolescents.

This measure has a twofold character; firstly, it will encourage the establishment of extension courses designed to equip

pupils more completely for their future occupations; and, secondly, it will make school attendance compulsory either wholly or in part up to the age of sixteen. These proposals embody one of the greatest educational steps taken in the history of Ontario. Although it contemplates reforms of the most far-reaching character, the Act is designed to carry out its purposes in a practical fashion with due regard to the wishes, as well as the interest of the people. It will not go into force until such time as the schools are prepared for it. It is optional with rural sections or the urban centres with a population under 5,000. To the urban centres where it does apply, the Department is prepared to send expert advisers to show how the adaptation of the present schools or the establishment of new ones may be best carried out. The spirit of the Act is voluntary co-operation of all the parties concerned in the interest of the locality. It is believed that within a reasonable time the municipalities where the law is to be enforced can provide the necessary courses for adolescent pupils, either through the extensions of the present High School courses or through the organization of additional schools. It is intended, in respect to compulsory attendance, that part-time employment and attendance shall be worked together. Those who do not work are expected to go to school. Those who are partly exempt from the compulsory law for the reasons set forth in the Act shall attend school during their spare time. It is impossible to over-rate the benefits that may come to Ontario from the operation of this new law.

In respect to the financial aid necessary to establish these courses, the Province has increased the grants it has been making. Moreover, Federal aid is now assured. Ontario was the first Province to impress upon the Dominion Government the duty of special provision being made out of the national revenue for technical and industrial education. This effort has at last proved successful and the Federal Government has announced a grant of $10,000,000 for this purpose, spread over ten years and given to the Provinces in proportion to population. It is hoped and believed that this Provincial and Federal aid will render each locality able and desirous of doing its share toward the establishment of the new schools.

EXPENDITURES ON EDUCATION

In financial aid to education of all kinds the Province has been generous. During the five years ending 1914 the expenditures upon education were as follows:—

1910	$1,700,797
1911	1,855,739
1912	1,063,251
1913	1,969,291
1914	2,048,545

During the five years from 1914 to 1919 the total expenditures on education have been:—

1915	$2,067,740
1916	2,270,266
1917	2,545,072
1918	2,799,645
1919	3,807,109

The last mentioned figure is the amount voted by the Legislature for the current year, and is the largest sum ever proposed to be spent in this Province during one year for even so important a matter as education.

PRICES OF TEXT-BOOKS

The text-book policy of Ontario has attracted widespread attention for years as a successful attempt to provide the best text-books at the lowest prices. They are not cheap in the sense of being cheaply produced, but in all respects, including literary merit and mechanical production, are superior to the old books and the equals of the books supplied to the schools of any other country. A full set of the authorized Public School books and a full set of the authorized High School books now cost much less than the same sets authorized in former years.

Prices of Public School Text-Books

Book.	Former Price.	Present Price.
Readers	$1.12	$ .49
Arithmetic	.25	.10
Geography (also High Schools)	.75	.65
Grammar	.25	.10
Histories (England and Canada for Forms IV and V)	.80	.50
Hygiene	.25	.20
Speller	.25	.15
Composition	No text-book	.15
Copybooks (5 numbers)	.35	....
Writing Books (4 numbers)	....	.13
Bookkeeping	.25	30
Drawing (5 numbers)	.25	.10
Total	$4.55	$2.87

Prices for High School Text Books

Book.	Former Price.	Present Price.
Reader	$ .50	$ .40
English Grammar	.75	.45
English Composition (2 books)	.50	.18
Physical Geography	.75	
Ancient History	1.00	.60
English History	1.00	.75
History of Canada	1.00	.55
Arithmetic	No text-book	.19
Algebra	.60	.40
Geometry	.75	42
Latin	.75	.40
French Grammar and Reader	1 00	.70
German Grammar and Reader	1.00	.73
Physics—Parts I and II	1.00	.83
Text and Lab. Manual	1.25	....
Chemistry	....	1.25
Text and Lab. Manual	.50	....
Bookkeeping (2 books)	....	.74
Writing Course (Book III)	.60	.30
Total	.40	
	No text-book	.04
	$13.35	$9.02

The Government believed it to be a pressing duty not to permit the prices of school text-books to be advanced during the war. When every other necessity grew more costly, the children paid no more for their school books. Considering the greatly increased prices for paper, labor and every other element entering into the production of books, it is a marvellous achievement that the prices have been kept at the old level. It may not be possible to secure publishers willing to continue this policy as contracts expire. But of one thing the people of Ontario may be sure; the Government will find some means—even if the books have to be printed in the Government printing office—to keep down the cost of books to moderate prices, so that the school children shall not feel the burden

INCREASE IN RURAL GRANTS

The legislative grant to rural schools was increased from $120,000 in 1905 to $380,000 in 1907, to $400,000 in 1913, and to $500,000 in 1918. The total grant is now distributed with a view to ensuring a maximum of good results throughout the system. The Department abandoned the old plan of paying on the basis of average attendance (whereby a premium was put on inequality of distribution) and substituted for it a basis designed to stimulate local effort to secure the following results:—

(1) Higher salaries to teachers.
(2) Encouragement to employ teachers with the best grade of certificates.
(3) Better equipment for the schools.
(4) Healthier accommodations for the pupils

This system of distribution has worked to great advantage. It has led to better school accommodation and equipment, and to better salaries for the teachers.

The following are some of the increases in public school grants:—

	1904	1913.	1918.
Rural Schools	$123,000	$400,000	$500,000
Urban Schools	120,000	190,000	195,000
Assisted Schools	15,000	53,000	68,000
Schools in New Districts	45,000	110,000	140,000

In distributing this grant to rural schools the Department is required by law to divide it on the basis of population and average attendance. Regulations were made to govern this distribu-

tion according to merit, setting up a standard of efficiency by means of which professional attainment, equipment and provision for the comfort and health of the pupils was the basis. The Trustees were told that a certain amount would be allotted for compliance with this standard, which resulted in a splendid showing. The people secured better schools by the adoption of this plan, with the certainty of still better schools in the future.

The increased grants paid to rural schools, comparing 1904 (the last year of the old regime) with 1918, as shown in the following table by Counties:—

County.	1904.	1918.	Increased Grant.
Brant	$1,571.00	$ 6,519.04	$ 4,948.00
Bruce	4,446.00	16,916.05	12,470.00
Carleton	3,407.00	12,462.75	9,055.00
Dufferin	1,833.00	7,587.80	5,734.00
Elgin	2,895.00	8,690.61	5,795.00
Essex	3,968.00	12,895.33	8,897.00
Frontenac	2,464.00	21,753.32	19,290.00
Grey	5,834.00	17,756.13	11,922.00
Haldimand	1,780.00	5,744.74	3,964.00
Haliburton	728.00	9,804.14	9,076.00
Halton	1,406.00	4,503.73	3,097.00
Hastings	4,046.00	26,049.30	22,003.00
Huron	5,035.00	14,642.44	9,604.00
Kent	4,015.00	11,246.30	7,331.00
Lambton	3,983.00	11,994.30	8,011.00
Lanark	2,276.00	13,051.58	10,775.00
Leeds and Grenville	4,290.00	24,679.11	20,679.00
Lennox and Addington	2,130.00	12,492.45	10,362.00
Lincoln	1,487.00	5,609.31	4,122.00
Middlesex	5,015.00	14,243.75	9,228.00
Norfolk	2,490.00	7,934.38	5,444.00
Northumberland and Durham	4,772.00	18,085.70	13,313.00
Ontario	3,116.00	9,769.84	6,653.00
Oxford	3,377.00	9,380.08	6,003.00
Peel	1,868.00	5,984.99	4,116.00
Perth	3,431.00	9,400.59	5,968.00
Peterborough	2,246.00	12,653.39	10,407.00
Prescott and Russell	3,955.00	9,015.64	5,060.00
Prince Edward	1,517.00	5,491.71	3,974.00
Renfrew	4,168.00	24,646.20	20,478.00
Stormont, Dundas and Glengarry	6,049.00	27,432.85	21,383.00
Simcoe	5,990.00	17,513.80	11,523.00
Victoria	2,375.00	10,177.20	7,802.00
Waterloo	2,679.00	7,761.57	5,082.00
Welland	1,881.00	8,054.48	6,173.00
Wentworth	3,690.00	9,053.72	5,351.00
Wellington	2,702.00	10,099.14	7,304.00
York	4,960.00	24,066.74	19,106.00
		$486,221.90	$362,353.00

CONTINUATION SCHOOLS

Another promise of the Government has been fulfilled by the development of Continuation Schools. Their aim is to bring within reach of all pupils in the rural districts, who cannot go to High Schools in the larger centres, the benefits of more thorough and complete training. Under the present Government the supervision of the Continuation Schools have been placed under the charge of two special departmental inspectors.

The following statement shows the remarkable progress made by these schools:—

	1903-04.	1912-13.	1917-18.
No. of Schools	68	128	137
No. of One Teacher Schools	49	41	36
No. of Two Teacher Schools	17	75	99
No. of Three Teacher Schools	2	9	2
Total Attendance	2,253	5,544	5,104
No of Teachers	89	218	241

HIGH SCHOOLS

The grants to High Schools are also on a more generous scale. Formerly the amounts voted were insufficient to pay the grants earned by these institutions. The following table illustrates this:—

	Earned.	Paid.
1902	$113,400	$102,000
1903	117,413	106,714
1904	119,025	106,933

Since the present Government came into power the amounts voted for High Schools and Collegiate Institutes have risen as follows:—

1905	$110,000
1906	115,000
1907	128,000
1908	143,000
1911	153,150
1912	154,581
1913	149,951
1918	150,700

The total grants paid to the schools of the districts have been largely increased, as will be seen under the following table:—

DISTRICT RURAL SCHOOLS

	1904.	1918.	Increase.
Algoma	$ 7,898.00	$17,794.23	$ 9,896.32
Muskoka	10,175.00	20,890.00	10,715.00
Manitoulin and Sudbury	5,620.00	29,670.61	24,050.61
Nipissing	7,683.00	29,519.24	21,936.24
Parry Sound	10,915.00	26,16[illegible]	15,254.47
Rainy River, Thunder Bay and Kenora	4,981.00	26,467.10	21,488.10
	$47,902.00	$150,510.74	$102,608.74

DISTRICT URBAN SCHOOLS

	1904.	1918.	Increase.
	$ 6,391.00	$39,590.61	$33,199.61
Total Rural and Urban	$54,293.00	$190,101.35	$135,808.35

The salaries of teachers all over the Province have increased owing to the generous policy pursued of paying 40 per cent. of the salaries up to $600 in rural schools and a special grant for higher certificates and length of service in urban schools.

The supply of teachers is increasing. The number of temporary certificates has greatly diminished. The number of professional certificates issued to Public School teachers in 1904 was 1,423. The number of certificates in 1913 was 2,108. The number in 1913 accordingly exceeded the number in 1904 by 988. But the improvem[illegible] the grades of certificates of those now teaching is still more varied, and demonstrates clearly the growing success of the scheme.

GRADES OF CERTIFICATES IN PUBLIC SCHOOLS

	1904.	1917.	1918.
First Class	625	1,052	1,0[illegible]
Second Class	4,032	8,103	8,305
Third Class	3,288	1,051	9[illegible]
District	.....	238	2[illegible]

There were also teaching during the past year:—

88 Kindergarten Primary teachers.
283 Kindergarten teachers.
37 Manual Training teachers.
46 Household Science teachers.
414 Temporary teachers.

Total 868

This number (868) would be included in the total number of teachers as given in the statistical table of this Department.

To meet conditions in the new district unusual efforts have been made to develop and aid the schools in New Ontario. The Normal School established at North Bay has rendered most excellent service.

SAVING IN TEXT-BOOKS

Public School Books

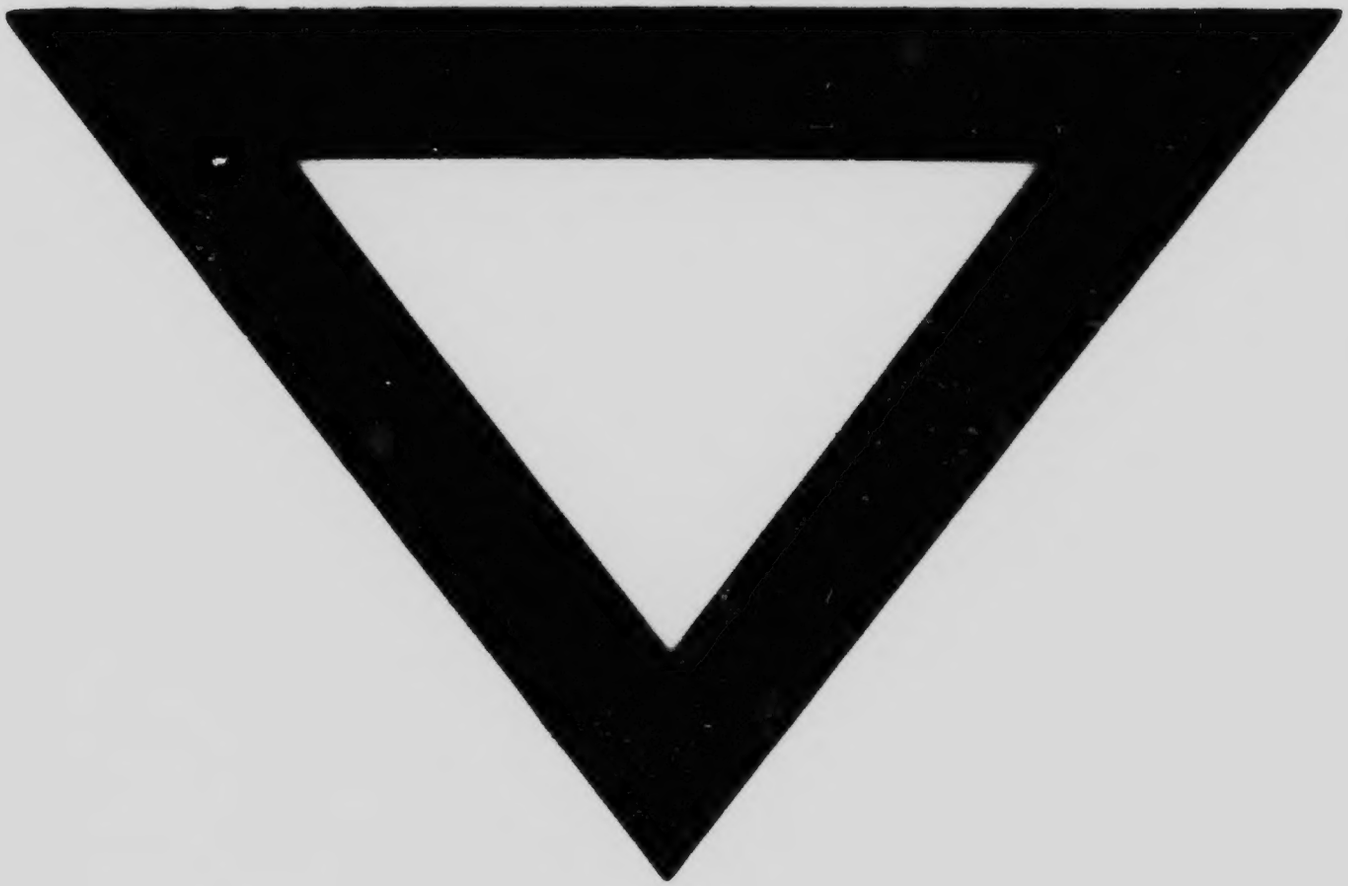
Readers	1909 to 1919	$370,000
Writing Books	1909 to 1919	35,000
Arithmetic	1910 to 1919	135,000
Grammar	1910 to 1917	64,000
(Issued since 1917 by the King's Printers.)		
Speller	1909 to 1919	85,000
Geography	1910 to 1919	53,000
Hygiene	1910 to 1919	17,000
History of England and Canada	1910 to 1919	88,000
Drawing Books	1909 to 1919	at least 20,000
Total Savings on Public School Books		$867,000

High Schools, Continuation Schools and Collegiate Institutes

Arithmetic	1909 to 1919	$37,000
Algebra	1908 to 1919	32,000
Geometry	1910 to 1919	33,000
Latin	1908 to 1919	33,000
Ancient History	1910 to 1919	10,500
German Grammar	1910 to 1919	8,000
Physical Geography	1909 to 1919	36,000
Bookkeeping	1910 to 1919	9,000
Reader	1911 to 1919	10,500
English Grammar	1911 to 1919	32,500
English Composition	1912 to 1919	32,000
History of England	1912 to 1919	14,000
French Grammar	1913 to 1919	12,000
Literature Texts in English and French	1909 to 1919	90,000

Physics—The present text-book in Physics, together with a Laboratory Manual in Physics, are sold at the same price as the former Physics, Part I and II.

Chemistry—1909-1919. There has been an increase in ten years of $5,900, due to the fact that the present book is larger than the former and the pupil has to purchase a Laboratory Manual which was not formerly required.

Total Savings on High School Books..... $372,600

The total relative savings on all text-books during the terms indicated, therefore exceeds $1,250,000.